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PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL.

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A PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL FOCUSES ON THE COGNITIVE SKILLS THAT INFLUENCE ACHIEVEMENT IN READING. THE GUIDE PROVIDES EXPLICIT STATEMENTS OF THE FOLLOWING SKILLS -- WORD RECOGNITION, COMPREHENSION, STUDY SKILLS, SELF-DIRECTED READING, INTERPRETIVE READING, AND CREATIVE READING--AND A SPECIFIC FRAMEWORK FOR TEACHING THE READING SKILLS. NO ATTEMPT IS MADE TO DESCRIBE A COMPLETE PROGRAM FOR THE DEVELOPMENTAL TEACHING OF READING. THE GUIDE IS TO BE TESTED IN A VARIETY OF SCHOOL SETTINGS AND IS CONSIDERED "STRICTLY TRANSITORY." THE MODEL EXERCISES USED TO ASSESS THE SKILLS ARE INCLUDED. (BK)

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PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The goal of the Wisconsin R & D Center is to contribute to an understanding of, and the improvement of educational practices related to, cognitive learning by children and youth. Of primary concern are the learning of concepts and the nurturing of related cognitive skills such as those which are involved in reading. Conditions within the learner and conditions within the learning situation are also relevant areas of research and development.

With a view toward improving elementary school programs in reading, Professor Otto and his associates are investigating the relationships among reading task variables and organismic variables. The prototypic guide presented in this Working Paper is the first step in the development of a program of reading instruction designed to provide for the characteristics of each child. Although it will be revised and refined on the basis of subsequent research on the methods, materials, and conditions required for efficient skill development in reading, at its present stage of development it is a useful tool for individual diagnosis that is adaptable for implementation in many school settings.

Herbert J. Klausmeier
Co-Director for Research

PREFACE

This is a prototypic guide to reading skill development in the elementary school. It is prototypic because (1) we feel it will need to be refined continually in view of feedback from field testing and in view of studies designed to clarify aspects of it, and (2) we recognize the need for adaptations as it is implemented in the schools. The essential point, then, is that this is not a plan to be accepted as is, but rather it is a guide to be discussed by school personnel and adapted as needed.

Huegel School, Madison Public Schools, provided the specific setting for the development of the guide. Personnel from the Madison Public Schools and from the Research and Development Center began in the fall of 1966 to work toward the operation of an exemplary reading program at Huegel School, and the Guide is one part of that total effort. A guide to skill development was felt to be basic to the related activities.

A number of people had active roles in the preparation of the Guide. The learning specialists at Huegel School, Betty McMahan and Patricia Wojtal, are primarily responsible for the initial outline of skills and for many of the suggested diagnostic procedures. The supervisor of reading consultants for the Madison Public Schools, Ruth Saeman, was involved in all aspects of the development of the paper. Personnel from the Research and Development Center staff were involved in various ways: Doris Cook and Dick Smith of the Project MODELS staff worked with personnel at Huegel School on the details of the total program and offered many suggestions; Camille Houston of the Reading Project staff performed the difficult task of bringing order out of chaos by converting rough drafts into readable outlines and exercises; Susan Veleke prepared numerous drafts and final copy for the paper. The cooperative effort that went into the project was enhanced by the fact that many relationships and procedures had previously been worked out through the activities of Project MODELS.

We have attempted to make the content of the Guide palatable to teachers. The approach and content have been discussed with individual classroom teachers and groups of teachers during all phases of development. But the true test will come when the procedures are actually implemented in schools. This field testing will be done at Huegel School and several other schools associated with Project MODELS during the 1967-1968 school year. Ultimately, the goal is to develop a much more highly refined Guide and to assess the effectiveness of total school reading programs in schools where the Guide is field tested.

Meanwhile, this prototypic guide may be useful in other settings as attempts are made to work out reading programs. If and when it is used, it will be necessary to recognize that this Guide provides only the nucleus for a comprehensive program of reading instruction in the elementary school.

Wayne Otto
Principal Investigator

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I
INTRODUCTION

OVERVIEW

There is no dearth of suggested reading skill development sequences in the literature. Virtually all of the textbooks on the teaching of elementary reading, all of the basal reader series, and a multitude of curriculum guides contain either explicit or implicit statements regarding the sequential arrangement of reading skills. The intent here is not merely to add to the profusion. The aim is to go beyond the simple sequencing of skills by attempting to suggest specific exercises and/or observations designed for use in assessing mastery or progress in the development of each of the several skills. Concurrently, an attempt is made to avoid limiting the use of the Guide to a particular instructional setup, e.g., ungraded, self-contained, interclass, etc. The specific suggestions for assessing skill development should provide not only a means for gathering information but also a guide to systematic teaching of skills.

Two points regarding this Guide must be understood at the outset. First, the Guide is prototypic, not dogmatic. The sequential arrangement of skills and the exercises for the assessment of skill development are suggested as models to be adapted to meet the requirements in specific situations. Other sequences and other exercises that are as defensible as those suggested here have been and will continue to be developed. When changes are felt to be essential for philosophical, theoretical, or pragmatic reasons, they should be made. Second, the Guide is at its earliest stage of development. The plan is to test the Guide in a variety of school settings, with a view toward revising and refining both the sequential arrangement of skills and the diagnostic exercises, and to develop a list of coordinated instructional materials. Thus, the present Guide is strictly transitory; it is the necessarily tentative first step that we hope will lead to increasingly more sophisticated guides.

The focus of this Guide is upon the cognitive skills that make for achievement in reading. There is no attempt here to describe a complete program for the developmental teaching of reading; formal provisions for corrective and remedial teaching, general testing programs, administrative setups, and scheduling of instruction must be worked out within each school by the principal, teachers, and other available personnel. The role of a guide, such as this one, in a total reading program is to provide an explicit statement of skills to be taught and a means for assessing mastery of the skills. It provides a specific framework for teaching the reading skills, but it must be set in the larger framework of the reading program and of the school's total instructional program.

IMPLEMENTATION

As we have discussed preliminary drafts of this Guide with teachers, a number of questions have recurred. In order to make the use of the Guide as straightforward as possible, we shall attempt to answer real questions. Taken as a whole, the answers provide both a general framework for viewing the Guide and a set of specific directions for its implementation.

1. Why should I use this Guide?

We feel this Guide is unique in that it represents an attempt to pin down reading skills that are often merely vague statements with specific exercises and systematic observations. By using the Guide you will be better able to evaluate individual progress and to plan for both individual and group instruction. The essential point here is that, while the Guide will be useful in personalizing instruction, it can be a means for simplifying and guiding your grouping procedures. Instruction need not be individual to be individualized.

2. How do I use the Guide?

It will be necessary to have a record form that will be a permanent part of each child's cumulative folder throughout the elementary grades. In practice, the record form should include all of the points on the Outline of Skills, but the final format of the record can be adapted by local schools. As the record form evolves it determines the exercises to be used and observations to be made with a given child at a given level.

The several skill levels (A, B, C, D, E) should not be tied to grade levels or to years in school. Instead, each teacher must be sensitive to each child's emerging skill mastery. A child might, for example, be operating at varying levels of sophistication with different skills. It will be necessary for the teacher to watch for growth through skill levels as well as across skill areas. While the kindergarten teacher's use of the Guide can be rather strictly circumscribed, teachers at each succeeding level will be dealing with a wider achievement range.

When you decide to focus on the development of a specific skill, make use of the suggestions given in the Model Exercises and Observations part of this Guide (e.g., for the skill given at I. A3b in the Outline of Skills, go to the item given under I. A3b in the Model Exercises and Observations section). This activity combined with your judgment will enable you to make a decision as to whether the skill requires further concentrated attention or only incidental follow-up. The Guide will help you to organize your observations as you make your judgments.

In some instances, several skills are included on a single exercise sheet, so the total number of sheets is not equal to the total number of skills. When the word TEACHER appears on the exercise sheet, the intent is to have you read the specific directions to the pupil. When the phrase TO THE TEACHER appears, the explanatory remarks are intended for you and are not to be read to the pupil.

3. When should the assessments be made?

Assessments should be in process continuously. At the beginning of the school year, you may do some rechecking of certain skills in order to place children in appropriate groups, to determine their functioning level, and to determine needed review. During the year, skills in the developmental sequence can be checked at preteaching, interim, and postteaching points. Consequently, at the end of the year, there should be no need to rush through the list of skills merely to check off items.

4. What constitutes mastery of a skill?

It is difficult to give a straightforward answer to this question. You may encounter children who succeed one day and fail the next on the same task; you may feel that although a child succeeds or fails in a specific situation, this does not represent his real status; or you may see that although a child performs a directed task satisfactorily, he does not apply the skill independently. Because all of these situations exist, it is imperative that specific observations be tempered with good judgment. Therefore, communication between teachers is vital if the record is to be useful. It will be necessary to discuss the items in order to reach a reasonable degree of consensus. The fact is that it is more important that teachers in a particular setting develop consensual standards related to this Guide in a continuous reading program than that they individually seek standards from the outside.

5. What if I think a suggested exercise or type of observation is silly?

This is not a standardized test so it is necessary neither to use all of the items nor to use them inflexibly. The value of an item is not inherent, it derives from its relevance for a teacher as a way of observing a child.

6. How long will it take to administer the exercises and make the observations suggested?

It will take as long as the child spends in elementary school. Unless evaluation and observation are continuous, no useful purpose will be served.

When the exercises are used, one or more may be completed at a sitting. A single exercise should not be spread over more than one sitting. Each of the suggested observations must, of course, be made over a more extended period of time; time periods are suggested for many of them.

7. Who should make the assessments of skill development?

Each reading teacher must be responsible for his own students. If paraprofessionals are

available they should be used at the teacher's discretion. Reading consultants and/or remedial reading teachers, if they are available, can be used as resource people in exceptional cases.

8. Why are there no norms?

The purpose for the assessments is to examine individuals' status with regard to specific skills, so there is no need to compare each individual with a larger population. For the present purpose, it is less important to know that a child's skill status is comparable to the average third grader's than to know that he does or does not have sufficient mastery to function in an appropriate reading situation. Furthermore, this Guide is not intended as a substitute for a school's regular testing program.

9. What if I want more or longer tests of a particular skill?

The suggested exercises are models, so you should feel free to use them as patterns for your own additions. Relevant workbook and skill-kit exercises may be used as supplements. Suggestions from professional books and manuals will also be useful.

10. Are answer keys provided for my use?

Yes, but only in some cases. Exercises with keys are identified by an asterisk at their head. Keys are on the back of such cards.

11. Will this Guide help me to choose materials?

The plan is to supplement this Guide with a list of materials that are keyed to the Skill Outline at a later date. Meanwhile, your personal knowledge of materials will determine the usefulness of the Guide in choosing materials. Publishers' skill charts, manuals, and analyses of workbook contents by skills will provide specifics. Librarians will be able to suggest appropriate trade books for certain skill areas. Materials might be developed to meet certain very specific needs, but in general the major task will be to choose wisely from existing materials rather than to develop still more materials.

II

OUTLINE OF SKILLS

I. WORD RECOGNITION

We feel the skills listed are basic to the development of strategies for word recognition. The list can be augmented as needed in particular settings to reflect the demands of specific methods and/or materials. The designation "word recognition" is used here rather than "word analysis" mainly because sight words are included.

Specific skills are not listed at Level E for Word Recognition because throughout the Outline Level E skills are those that are commonly introduced at the intermediate (grades four through six) levels. The fundamentals of effective word attack must be mastered early in the sequence of learning to read; consequently, the attention at the intermediate levels should be devoted to the refinement of existing word attack skills.

The use of advanced dictionaries is covered in the Study Skills section of this Outline along with other reference materials.

Level A

1. Listens for rhyming words and sounds, phrases, and verses
2. Listens for initial consonant sounds
3. Notes likenesses and differences in letters, words, and phrases
4. Distinguishes sizes
5. Distinguishes colors
6. Distinguishes shapes of objects

Level B

1. Has sight word vocabulary of 50 to 100 words
2. Follows left-to-right sequence
3. Has phonic analysis skills
   a. Consonant sounds
      1) Beginning
      2) Ending
   b. Consonant blends
   c. Rhyming elements
   d. Short vowels
4. Has structural analysis skills
   a. Compound words
   b. Contractions
   c. Base words and known endings
   d. Plural and possessive forms

Level C

1. Has sight word vocabulary of 100 to 170 words
2. Has phonics skills
   a. Consonants and their variant sounds
   b. Vowel sounds
      1) Long
      2) Vowel plus r
      3) a plus l
      4) a plus w
      5) Diphthongs oi, oy, ou, ow
      6) Long and short oo
   c. Vowel rules
      1) Short vowel generalization
      2) Silent e rule
      3) Two vowels together
      4) First vowel
      5) First vowel in two syllable word
3. Has structural skills: base words with prefixes and suffixes
4. Distinguishes among homonyms, synonyms, and antonyms
5. Has independent and varied word attack skills
6. Chooses appropriate meaning of multiple meaning words

Level D

1. Has sight word vocabulary of 170 to 240 words
2. Has phonic analysis skills
   a. Three-letter consonant blends
   b. Common consonant digraphs
   c. Simple principles of silent consonants

3. Has structural analysis skills
   a. Simple syllabication principles
      1) Polysyllabic words
      2) Syllabication patterns
      3) Single vowel sound per syllable
   b. Accent
   c. The schwa

II. COMPREHENSION

Pupils should be encouraged to seek maximum meaning from printed symbols from the very beginning of reading instruction. That is, comprehension should be conceived in the broad sense, which goes beyond literal meaning to critical evaluation and to an active searching for inferences and implications. At the early levels, such questions as "How do you think the character felt?" or "Does this agree with what you read yesterday?" will help to foster a desirable attitude. Pupils must begin early to expect to interact with authors rather than merely accept the printed word at face value.

The difference between goals at the various levels of comprehension is one of degree and sophistication rather than kind. The comprehension skills, therefore, necessarily spiral with the upper levels representing greater finesse with more difficult materials, rather than new skills as such.

Level A
1. Develops listening skills
   a. Has attention and concentration span suitable for his age
   b. Is able to remember details
   c. Can relate details to each other in reconstructing story read to him
   d. Can follow two oral directions
2. Increases vocabulary through listening
3. Is able to recall stories in sequential order
4. Anticipates outcome of stories
5. Interprets pictures critically
6. Can identify main characters in a story

Level B
1. Uses picture and context clues
2. Is able to gain meaning from
   a. Words
   b. Sentences
   c. Selections
3. Uses punctuation as a guide to meaning

Level C
1. Is able to gain meaning from
   a. Words
   b. Phrases
   c. Paragraphs
2. Reads in meaningful phrases

Level D
1. Selects main idea of paragraphs
2. Reads for facts
3. Reads for sequence of events

Level E
1. Adjusts reading rate to
   a. Type of material
      1) Factual
      2) Fiction
   b. Level of difficulty
   c. Purpose
      1) Identification
      2) Reading for general information
      3) Skimming for specific information
   d. Familiarity with the subject
2. Gains additional skill in use of punctuation as guide to meaning (semicolon, colon, dash, and added uses of the comma)
3. Is able to gain meaning from
   a. Words
   b. Sentences
   c. Paragraphs

III. STUDY SKILLS

Some of the skills listed here might also be listed in the comprehension section and vice versa. Arbitrary divisions for recording purposes do not imply divisions for teaching purposes. None of the six sections is, in practice, totally discrete from the others.

Level A
1. Follows simple directions
2. Demonstrates elementary work habits
   a. Shows independence in work
   b. Accepts responsibility for completion and quality of work
3. Shows development of motor coordination (eye and hand)

Level B
1. Follows directions
   a. Follows directions when working in a group
   b. Follows directions when working independently.
2. Has adequate work habits
3. Uses table of contents

4. Uses picture clues to find answers to questions
5. Recognizes organization of ideas in sequential order
6. Summarizes material
7. Begins to make judgments and draw conclusions.

Level C

1. Uses picture dictionaries to find new words
2. Groups words by initial letters
3. Explores library as a research center
4. Shows increasing independence in work
   a. Reads and follows directions by himself
   b. Uses table of contents without being reminded to do so
   c. Uses dictionary and glossary independently when appropriate

Level D

1. Begins to use index of books
2. Begins to read maps
3. Finds main idea in paragraph
4. Has basic outlining skills

Level E

1. Gains skill in locating information
   a. Increases and broadens dictionary skills
      1) Uses alphabetical sequence in looking up words
      2) Uses guide words as aid in finding words
      3) Uses simple diacritical markings (to check pronunciation)
      4) Uses primary accent marks as a guide to pronunciation
      5) Uses secondary accent marks as a guide to pronunciation
      6) Understands the function of pronunciation key and symbols
      7) Uses dictionary to find exact spelling of a word
      8) Understands the special sections of a dictionary
      9) Selects appropriate meaning of a word to fit context
      10) Recognizes need for additional meanings of known words
   b. Utilizes encyclopedia
      1) Uses guide letters to find information on a given subject
      2) Uses alphabetical arrangement to locate information
      3) Understands the purpose of topical headings
      4) Understands the index
      5) Uses encyclopedia with greater facility to find information
      6) Understands and uses
         a) Topical headings
         b) Cross references
         c) Bibliographies
      7) Uses the index volume efficiently
   c. Uses maps, charts, and graphs
      1) Gains skill in reading and interpreting political maps
      2) Begins to read and interpret simple graphs
      3) Reads and interprets several kinds of maps
      4) Reads and uses caption, keys, and legends of maps
      5) Selects appropriate maps to determine
         a) Direction
         b) Distance
         c) Land formation
         d) Climates
         e) Time zones
         f) Populations
      6) Reads and interprets additional kinds of graphs
      7) Answers questions requiring the interpretation of maps, graphs, tables
      8) Gains skill in using many potential types of sources to solve a problem
   d. Uses IMC or library effectively
      1) Understands fiction books are alphabetized by author
      2) Uses card catalog to find information
      3) Understands and uses author, title, and subject cards
      4) Locates books on shelves
      5) Uses cross reference cards
      6) Uses other reference materials
         a) Atlases
         b) World Almanac
         c) Pamphlet file
         d) Magazines and subject index to children's magazines
      7) Locates and uses audio-visual materials
         a) Card catalog
         b) Equipment
   e. Recognizes and uses with facility the various parts of texts and supplementary books and materials
2. Organizes information
   a. Gains skill in note-taking
      1) Begins to take notes in own words

2) Learns to take notes selectively
3) Arranges ideas in sequence
4) Selects main ideas
5) Selects supporting details
6) Keeps notes brief
7) Shows ability to work from own notes
8) Identifies source of materials by use of:
a) Bibliography
b) Footnotes

b. Understands and uses outlining in work
1) Uses correct form of outline
2) Can find main idea
3) Makes simple outline
4) Outlines topics in more detail
5) Uses own outline for oral and written reports
6) Uses outline to organize thinking in appropriate areas

c. Summarizes material
1) Writes summary of a story in three or four sentences
2) States important points expressed in a discussion

3. Evaluates information
a. Realizes printed statements may be either fact or opinion
b. Checks statements with those in other sources to evaluate validity
c. Evaluates relevancy of material to topic
d. Compares various viewpoints on the same topic
e. Evaluates information in terms of his own experience
f. Identifies propaganda

IV. SELF-DIRECTED READING

There are no tests for this section because the structuring of reading tasks obviously would preclude self-direction. Observations must be made opportunistically, preferably in consultation with the school librarian or Instructional Materials Center (IMC) director. Insights might also be gained from parent conferences.

Level A
1. Cares for books properly
2. Is aware of sequential order of books
3. Begins to show initiative in selecting picture books

Level B
1. Begins to apply independent word study skills
2. Is able to find answers to questions independently
3. Begins to do recreational reading
4. Begins to select suitable reading materials independently

Level C
1. Broadens skills listed at Levels A and B
2. Develops increasing fluency

Level D
1. Develops varied purposes for selecting material
2. Begins to do independent research assignments
3. Is able to locate sources of information
4. Applies reading skills to subject matter areas

Level E
1. Conducts research independently
a. Applies work study skills to independent work
b. Uses bibliography as guide to materials
c. Makes own bibliography in research work
d. Uses multiple sources to find information
e. Broadens application of reading skills
f. Understands the function of footnotes

2. Reads independently
a. Enjoys reading and reads widely
b. Selects reading materials
1) Appropriate for his reading level
2) Of a variety of kinds (magazines, newspapers, etc.)
3) That hold his interest
c. Keeps a brief record of his library book reading
d. Enjoys sharing his reading experiences with others
e. Seems to use his independent reading to initiate activities (e.g., independent projects, intellectual or manipulative; creative activities; hobbies)

3. Appreciates literature
a. Enriches vocabulary through wide reading
b. Cherishes and rereads favorite books and stories
c. Begins to evaluate a selection of literature and analyze why it did or did not appeal to him

d. Shows interest in building a personal library
e. Becomes more discriminating in his reading
f. Uses reading increasingly as a leisure time activity

V. INTERPRETIVE READING

Specific exercises and observations are not given. Prolonged observation and subjective judgment are necessary. The Outline itself can serve as a guide. Spontaneous reactions from children are more indicative than those that are solicited in this area.

Level A
1. Reacts to pictures and relates to own experiences
2. Shows interest in stories read
3. Begins to react to mood of poems and stories

Level B
1. Sees humor in situations
2. Reads with expression
3. Has empathy with characters

Level C
1. Recognizes implied ideas
2. Identifies character traits
3. Begins to make judgments
4. Begins to draw conclusions

Level D
1. Recognizes reactions and motives of characters
2. Has ability to relate to stories set in background different from his own
3. Makes simple inferences about characters and story outcomes

Level E
1. Reaches conclusions on the basis of stated facts
2. Relates isolated incidents to the central idea of a story
3. Understands character roles
4. Recognizes and analyzes more subtle emotional reactions and motives of characters
5. Handles implied ideas
6. Recognizes story problem or plot structure
7. Gains skill in interpreting and appreciating types of language (figurative, idiomatic, picturesque, dialectal)
8. Senses subtle humor and pathos
9. Reacts to writer as well as writing
   a. Begins to identify elements of style
   b. Begins to identify his purpose in writing
   c. Begins to evaluate and react to ideas in light of the author's purpose
10. Forms and reacts to sensory images
11. Perceives influence of different elements within selection
    a. Notes impact of time and place
    b. Follows sequence of events
    c. Understands cause-effect relationship
12. Identifies and reacts to tone and mood
13. Selectively assimilates ideas
    a. Uses ideas gained from reading to solve a problem in other areas
    b. Integrates ideas read with previous experiences
    c. Modifies behavior and thinking as a result of reading
14. Gains increased skill in critical reading
    a. Weighs evidence
    b. Combines materials from various sources in making decisions and solving problems
    c. Understands the importance of checking facts and conclusions frequently
    d. Develops understanding that critical thinking is necessary in a democracy

VI. CREATIVE READING

Specific exercises and observations are not given for the same reasons cited under Interpretive Reading.

Level A
1. Engages in creative dramatic play based on stories read by teacher
2. Reflects mood in use of voice

Level B
1. Has ability to enjoy rhythm in words
2. Has ability to see and hear rhyming words
3. Can interpret ideas and stories through discussions, dramatizations, drawing, etc.
4. Has ability to do cooperative planning
5. Is able to share ideas
   a. Shares with individuals
   b. Shares with groups
6. Participates in development of experience charts
7. Tells original stories

Level C

1. Shows initiative in large group activities
2. Uses voice intonation creatively
3. Writes original stories

Level D

1. Shares in creative dramatics
   a. Acts out stories read
   b. Creates own plays
2. Identifies with people and situations encountered in stories

Level E

1. Participates in choral speaking
2. Memorizes poems
3. Tells stories to the group
4. Plans dramatizations of stories and poems
5. Reads selections of his choice and to the group
6. Shares books with others
7. Composes original stories and poems
8. Reads orally to entertain
9. Pantomimes
10. In artistic media expresses ideas gained from reading

III

MODEL EXERCISES AND OBSERVATIONS

On the following pages are reductions of the page-size cards comprising the Guide. As was stated in the Outline of Skills, no exercises are presented for Sections IV-VI of the Outline as prolonged observation and subjective judgment are considered the best means of evaluating the skills in those sections. Immediately following the reduction of each card provided with a key, the key is presented.

Selections cited in the exercises suggested for Section III, Comprehension, were taken from the following books:

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1

I. WORD RECOGNITION

A1. Listens for rhyming words and sounds, phrases and verses.

TEACHER: Do the names of these pictures rhyme?

2

I. WORD RECOGNITION

A2. Listens for initial consonant sounds.

TEACHER: Do the words I say begin alike?

bird	ball
boy	toy
mother	monkey
house	horse
light	baby
candy	cake
nurse	yard
feather	farm
fish	girl
banana	dog

I. WORD RECOGNITION

A3. Notes likenesses and differences in letters, words and phrases.

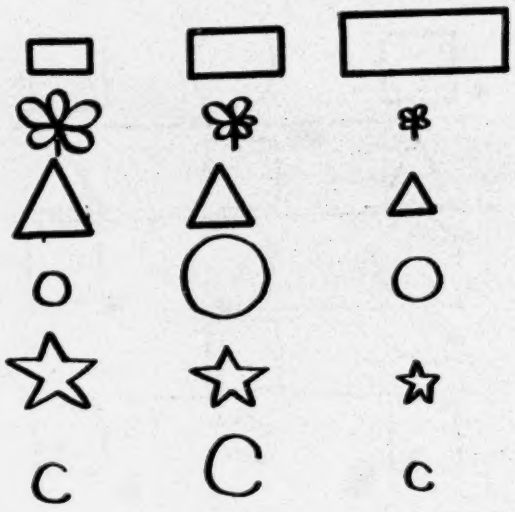
TEACHER: Point to the letter that is the same as the first one in each line.

H	L	E	H	T
	D	N	E	O
P	A	T	P	C
G	G	A	Y	H
N	F	R	C	N
T	L	I	T	W
A	N	A	D	O

I. WORD RECOGNITION

A4. Distinguishes sizes.

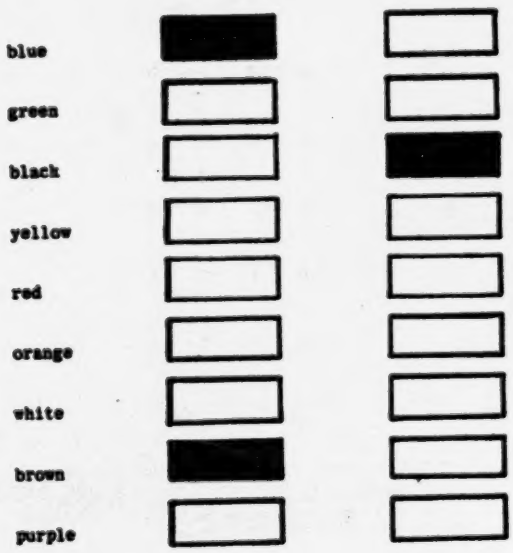
TEACHER: Point to the thing that is biggest.



I. WORD RECOGNITION

A5. Distinguishes colors.

TEACHER: Point to the color I say.



TEACHER KEY:

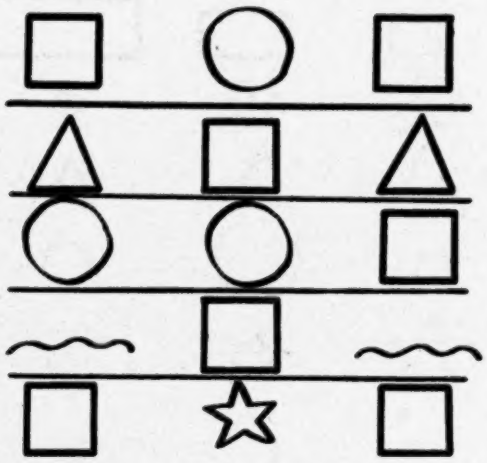
TO THE TEACHER: Color rectangles on the exercise card according to the following key:

Word	Rectangle	Rectangle
blue	black	blue
green	red	green
black	purple	black
yellow	yellow	white
red	purple	red
orange	orange	brown
white	yellow	white
brown	black	brown
purple	purple	blue

I. WORD RECOGNITION

A6. Distinguishes shapes of objects.

TEACHER: Find the two that are the same shape.



I. WORD RECOGNITION

B1. Has sight word vocabulary of 50-100 words.

TO THE TEACHER: Assessment of the size of a sight vocabulary must necessarily be tied to the particular materials that have been and are being used for reading instruction. Specific words must, therefore, be selected from materials used. The Dolch List of 220 words is provided because it includes many useful words that are frequently encountered. It should be understood, however, that (a) the list must be augmented with words from materials used and (b) known words may appear on any or all of the sublists.

In testing sight vocabulary, the emphasis should be upon quick recognition. A good procedure is to put individual words on flash cards and to present each word for a maximum of five seconds. (After sight recognition has been established you may wait to allow more time to determine whether the pupil can use other word recognition techniques to get the word.)

You can note the method of attack to determine what skills are used, if any, and whether there is a tendency to overanalyze the words.

You may use the following list as a reference when making your flash cards.

I. WORD RECOGNITION

B1. (cont'd.)

A	B	C	D	E
1. a	1. all	1. after	1. always	1. about
2. and	2. am	2. again	2. around	2. better
3. away	3. are	3. an	3. because	3. bring
4. big	4. at	4. any	4. been	4. carry
5. blue	5. ate	5. as	5. before	5. clean
6. can	6. be	6. ask	6. best	6. cut
7. come	7. black	7. by	7. both	7. done
8. down	8. brown	8. could	8. buy	8. draw
9. find	9. but	9. every	9. call	9. drink
10. for	10. came	10. fly	10. cold	10. eight
11. funny	11. did	11. from	11. does	11. fall
12. go	12. do	12. give	12. don't	12. far
13. help	13. eat	13. going	13. fast	13. full
14. here	14. four	14. had	14. first	14. got
15. I	15. get	15. has	15. five	15. grow
16. in	16. good	16. her	16. found	16. hold
17. is	17. have	17. him	17. gave	17. hot
18. it	18. he	18. his	18. goes	18. hurt
19. jump	19. into	19. how	19. green	19. if
20. little	20. like	20. just	20. its	20. keep
21. look	21. must	21. know	21. made	21. kind
22. make	22. new	22. let	22. many	22. laugh
23. me	23. no	23. live	23. off	23. light
24. my	24. now	24. may	24. or	24. long
25. not	25. on	25. of	25. pull	25. much
26. one	26. our	26. old	26. read	26. myself
27. play	27. out	27. once	27. right	27. never
28. red	28. please	28. open	28. sing	28. only
29. run	29. pretty	29. over	29. sit	29. own
30. said	30. ran	30. put	30. sleep	30. pick
31. see	31. ride	31. round	31. tell	31. seven
32. the	32. saw	32. some	32. their	32. shall
33. three	33. say	33. stop	33. these	33. show
34. to	34. she	34. take	34. those	34. six
35. two	35. so	35. thank	35. upon	35. small
36. up	36. soon	36. them	36. us	36. start
37. we	37. that	37. then	37. use	37. ten
38. where	38. there	38. think	38. very	38. today
39. you	39. they	39. walk	39. wash	39. together
	40. this	40. were	40. which	40 try
	41. too	41. when	41. why	41. warm
	42. under		42. wish	
	43. want		43. work	
	44. was		44. would	
	45. well		45. write	
	46. went		46. your	
	47. what			
	48. white			
	50. will			
	51. with			
	52. yellow			

I. WORD RECOGNITION

B2. Follows left-to-right sequence.

TEACHER: Name the letters in each line.

N	C	N	P
C	Q	O	G
N	J	N	N
P	F	B	E
L	A	K	E

TO THE TEACHER: The simple exercise above is to help you make your observation of the pupil's habitual left-to-right sequence. Informal observations should also be made as the pupil reads materials at his level.

I. WORD RECOGNITION

B3a. Consonant sounds.
1) Beginning

TEACHER: Do these words begin alike?
(Teacher reads.)

man	pan
ball	boy
nap	nest
girl	bird
mother	map
Sam	sit
light	fight
pig	leaf
fish	gate

TEACHER: What sound begins these words?
(Teacher reads.)

boy	baby
man	mother
nest	nurse
girl	gate
light	little
fish	five
pig	pan

I. WORD RECOGNITION

B3a. Consonant sounds.
2) Ending

TEACHER: Do these words end alike?
(Teacher reads.)

look	cook
bat	hut
pan	can
pig	pin
ant	hot
cup	cot
car	pit
nap	lip
cat	pan
six	sit

TEACHER: Give me a word that ends the same way as the words I say. (Teacher reads.)

bat	hut
pan	pin
cup	cap
car	door
ball	roll

I. WORD RECOGNITION

B3b. Consonant blends.

TEACHER: Listen carefully for the first two sounds in each word that I say. Which word starts differently from the others?
(Teacher reads.)

(st)	stove	snowman	stairs
(sk)	skate	skunk	star
(sm)	smile	spoon	smoke
(sp)	swing	spool	spider
(sw)	sweater	sweep	skirt
(sn)	snail	stove	snake
(bl)	black	glass	blouse
(cl)	clown	plant	clock
(fl)	glove	fly	flag
(gl)	glass	globe	blanket
(pl)	plate	slide	pliers
(sl)	sled	slippers	flashlight
(br)	broom	bread	present
(gr)	fruit	grapes	green
(cr)	crayons	drum	crown
(tr)	cradle	tree	trunk
(dr)	dress	grasshopper	drawer
(pr)	pray	prize	tricycle

I. WORD RECOGNITION

B3c. Rhyming elements.

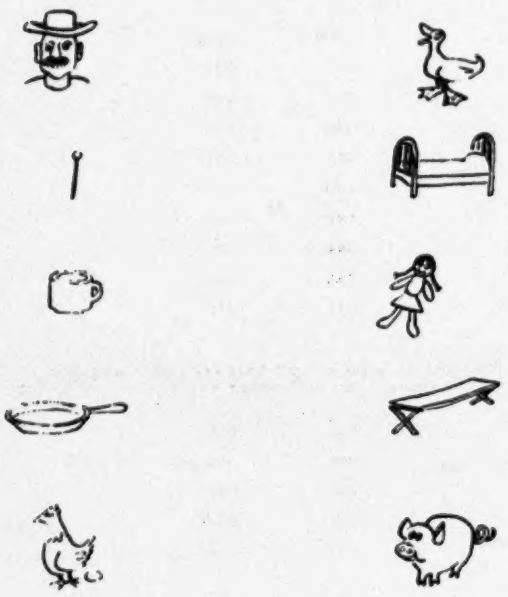
TEACHER: Tell me two words that rhyme with each of these words. (Teacher reads.)

pan
ball
cat
car
pen

I. WORD RECOGNITION

B3d. Short vowels.

TEACHER: Tell me the vowel sound in the name of each picture and the letter that has that sound.



TEACHER KEY:

Names of pictures:

man	duck
pin	bed
cup	doll
pan	cot
hen	pig

I. WORD RECOGNITION

B4a. Compound words.

TO THE TEACHER: Explain compound words, if necessary.

TEACHER: Tell me the compound word in each sentence. Then tell me each of the words in the compound word. (Teacher reads.)

1. The cowboy likes to ride on his horse.

2. The policeman helped me to cross the street.

3. We saw something in the road.

4. There is a birdhouse in the tree.

5. The boys like to play football.

I. WORD RECOGNITION

B4b. Contractions.

TEACHER: Say these words. Then use each word in a sentence.

I'm

it's

that's

can't

don't

I. WORD RECOGNITION

B4c. Base words and known endings.

TEACHER: Tell me the root word in each word that I say.

napped

catches

runs

batting

scolded

taller

strongest

I. WORD RECOGNITION

B4d. Plural and possessive forms.

TEACHER: Tell me whether there is one or more than one. (Teacher reads.)

child

men

geese

lady

eyes

TO THE TEACHER: Repeat the underlined word after reading each sentence.

TEACHER: Does this word mean more than one, or does it tell that something belongs to someone?

1. The girl's dress was pretty.
2. The dogs began to bark.
3. Mary's mother called her for dinner.
4. The wheel came off Ann's wagon.
5. The ladies ate dinner.
6. The boys played ball.
7. The teachers played a game with us.
8. My dad's car is red.
9. The cat's tail is black.
10. The mothers held their babies.

I. WORD RECOGNITION

C1. Has sight word vocabulary of 100-to-170 words.

TO THE TEACHER: Refer to card I.B1. for exercise.

I. WORD RECOGNITION*

C2a. Consonants and their variant sounds.

bank	police
pin	race
tip	foot
mean	sponge
cage	net

TO THE TEACHER: Ask the pupil the following riddles and have him pick his response from the above list.

1. It begins like band and ends like dark.
2. It begins like five and ends like hot.
3. It begins like spoon and ends like hinge.
4. It begins like put and ends like ice.
5. It begins like pail and ends like man.
6. It begins like mice and ends like soon.
7. It begins like cap and ends like page.
8. It begins like tiger and ends like crop.
9. It begins like rose and ends like piece.
10. It begins like number and ends like sat.

TEACHER KEY:

1. bank
2. foot
3. sponge
4. police
5. pin
6. mean
7. cage
8. tip
9. race
10. net

I. WORD RECOGNITION*

C2b, Vowel sounds.
1) Long vowel sounds.

TEACHER: Tell me the vowel which you hear in the name of each picture. Is the vowel sound long or is it short?

TEACHER KEY:

Names of pictures:

hose	kite
mule	cheese
cake	tie
cone	seal
nail	rake
fly	sky

I. WORD RECOGNITION*

C2b, Vowel sounds.
2) Vowel plus r.

TEACHER: Tell me the name of the vowel that is with r in the names of the pictures.

22B

TEACHER KEY:

Names of pictures:

car	horse
bird	skirt
star	torn
farm	fur
ladder	cord

23

I. WORD RECOGNITION

C2b, Vowel sounds.
3) a plus l.

TEACHER: Tell me the vowel plus the letter after it in the following words. (Teacher reads.)

walk

ball

hall

fall

call

24

I. WORD RECOGNITION

C2b, Vowel sounds.
4) a plus w.

TEACHER: Tell me the vowel plus the letter after it in the following words. (Teacher reads.)

draw

claws

straw

saw

lawn

25

I. WORD RECOGNITION *

C2b, Vowel sounds.
5) Diphthongs oi, oy, ou, ow.

TEACHER: Sometimes two vowels work together and have one sound. Some of these vowels are oi, oy, ou, ow. Listen to the words I say. If the vowel sound is a vowel team, tell me the two vowels in that team. (Teacher reads.)

TO THE TEACHER: Give examples.

house

boy

boil

out

toy

cow

sow

25B

TEACHER KEY:

ou, ow
oi, oy
oi, oy
ou, ow
oi, oy
ow, ou
ow, ou

26

I. WORD RECOGNITION

C2b. Vowel sounds.
6) Long and short oo.

TEACHER: When two o's are together in a word they sometimes have a long sound and sometimes a short sound.
Listen for a word in each sentence that has two o's in it. Then tell me whether the sound is short (as in foot) or long (as in food).

1. The moon is very bright.

2. Mother makes cookies every week.

3. Father took us for a ride.

4. I will choose children to play a game.

5. We looked for a place to eat our lunch.

6. I have an interesting book.

7. We saw an elephant at the zoo.

8. It is a cool day.

26B

TEACHER KEY:

1. long
2. short
3. short
4. long
5. short
6. short
7. long
8. long

27

I. WORD RECOGNITION

C2c. Vowel rules.
1) Short vowel generalization.

TO THE TEACHER: Have the child read the following words.

cat

hot

drum

pin

egg

TEACHER: When there is only one vowel in a word, is that vowel short or long?

28

I. WORD RECOGNITION

C2c, Vowel rules.
2) Silent e rule.

TO THE TEACHER: Have the child read the following words.

cake

face

cane

gane

nade

TEACHER: When there is an e at the end of a word, what sound does the first vowel have?

29

I. WORD RECOGNITION

C2c, Vowel rules.
3) Two vowels together.

TO THE TEACHER: Have the child read the following words.

may	pail
train	eat
sail	day
boat	peach
play	peanut

TEACHER: When two vowels are together in a word, what sound does the first vowel have, and what sound does the second vowel have?

30

I. WORD RECOGNITION

C2c, Vowel rules.
4) Final vowel.

TO THE TEACHER: Have the child read the following words.

go

she

me

he

so

hi

TEACHER: If there is one vowel in a word and it comes at the end of the word, what sound does it usually have?

31

I. WORD RECOGNITION

C2c, Vowel rules.
5) First vowel in a two syllable word.

TO THE TEACHER: Have the child read the following words.

zebra

secret

hotel

table

china

TEACHER: If a word has two parts and a vowel comes at the end of the first part, what sound does that vowel have?

I. WORD RECOGNITION

C3. Has structural skills: base words with prefixes and suffixes.

TEACHER: Here is a list of words. Make a word to finish each sentence by adding a prefix, suffix or ending to one of the words in the list.

friend	care
lock	happy
write	tall
use	high
puppy	paint

1. An umbrella is _____ on a rainy day.
2. The teacher is _____ on the chalkboard.
3. Harry was _____ when he lost the dime.
4. Billy is the _____ boy in the class.
5. You should be _____ to your classmates.
6. A key will _____ the door.
7. These birds fly _____ than those birds.
8. Our dog has six _____ .
9. Father will _____ the old chair.
10. Do not be _____ with your toys.

I. WORD RECOGNITION

C4. Distinguishes among homonyms, synonyms and antonyms.

TO THE TEACHER: Have the child read and complete the following sentences.

TEACHER: Tell me the word you would use to complete each sentence correctly.

1. Mother bought some ____ for dinner. (meet, meat)

2. The boat has a _____. (sail, sale)

3. The rabbit went into a _____. (hole, whole)

4. A _____ sleeps all winter. (bare, bear)

5. _____ comes after three. (four, for)

(B4d. continues with the following exercise)

I. WORD RECOGNITION

C4. Distinguishes among homonyms, synonyms and antonyms. (cont'd.)

TEACHER: Tell me whether these pairs of words are opposite or the same. (Teacher reads.)

strong	weak
pretty	ugly
quiet	silent
let	allow
little	big
frightened	scared
girl	boy
quit	stop
black	white
present	gift

I. WORD RECOGNITION

C5. Has independent and varied word attack skills.

TEACHER OBSERVATION: In his free and directed reading, does the student...

1. use picture clues?

2. use contextual clues?

3. look for base words?

4. compare new words to known words?

5. note general configuration of words?

I. WORD RECOGNITION

C6. Chooses appropriate meaning of multiple meaning words.

TEACHER: Sometimes a word has two or more meanings, and then it is called a multiple meaning word. Here are some multiple meaning words. Tell me what the multiple meaning word in each sentence means. (Teacher reads.)

1. You can feel your pulse in your temple.
2. Have you ever visited a famous temple?
3. The man had a heavy load to bear.
4. The bear slept all winter.
5. We fished for perch in the lake.
6. The parakeet flew to a perch outside its cage.
7. The crowd rooted for the home team.
8. The pig rooted for buried acorns.
9. The plant was deeply rooted.
10. Do not pour boiling water into a glass bowl.
11. Which team will bowl tonight?.

I. WORD RECOGNITION

D1. Has sight word vocabulary of 170-to-240 words.

TO THE TEACHER: Refer to card I.B1. for exercise.

I. WORD RECOGNITION

D3a. Three-letter consonant blends.

TEACHER: Tell me the three letters that begin each word that I say.

string	screw
split	shrub
shrunk	throw
strange	scream
spread	through
strawberry	strikes
throat	stripes
three	spring

I. WORD RECOGNITION

D3b. Common consonant digraphs.

TO THE TEACHER: Give examples after explanation.

TEACHER: Two consonants often go together to make a new sound. These consonants are called digraphs. Tell me the digraphs in each of the words that I say.

church	the
where	children
teeth	she
king	singing
shook	what

I. WORD RECOGNITION

D2c. Simple principles of silent consonants.

TO THE TEACHER: Have the child read these words.

TEACHER: Some consonants are not heard in words, and are called silent consonants. Tell me the consonants that are silent in each of these words.

climb	catch
know	comb
write	lamb
sign	guess
witch	thumb
knife	knit

I. WORD RECOGNITION*

D3a. Simple syllabication principles.
1) Polysyllabic words.

TEACHER: A polysyllabic word is a word that has three or more syllables. Choose from this list the polysyllabic word which means the same as the word that I say.

1.	companion	friend
2.	completed	finished
3.	argued	disagreed
4.	conductor	guide
5.	passengers	children
6.	people	customers

1. My <u>partner</u> and I hiked through the hills.
2. Have you <u>done</u> your assignment?
3. The children <u>quarreled</u> about the game to play.
4. Who is the <u>leader</u> of the tour?
5. The <u>riders</u> entered the bus one by one.
6. The <u>buyers</u> flocked to the store for the sale.

TEACHER KEY:

1. companion
2. completed
3. disagreed
4. conductor
5. passengers
6. customers

I. WORD RECOGNITION*

D3a. Simple syllabication principles.
2) Syllabication patterns.

TO THE TEACHER: Write the words on a chalkboard or separate sheet.

TEACHER: Tell me where you would divide these words.

limit

produce

visit

little

silence

widow

swimming

metal

frozen

mitten

TEACHER KEY:

lim it
pro duce
vis it
lit tle
si lence
wid ow
swim ming
met al
fro zen
mit ten

I. WORD RECOGNITION

D3a. Simple syllabication principles.
3) Single vowel sound per syllable.

TO THE TEACHER: Have the child read these words.

trial	stadium
gradual	creation
triumph	poem
cruel	area
lion	audience
violet	dial
manual	idiot
violin	obedient
indian	diameter
idea	variety

TEACHER: When two vowels are together in a word and both vowels are sounded, the word is divided between the two vowels. Where would you divide each of these words?

I. WORD RECOGNITION

D3b. Accent

TEACHER: Tell me the accented syllable in each word that I say.

positive

surround

argument

reflected

disappoint

equipment

Mississippi

revolution

potato

I. WORD RECOGNITION

D3c. The schwa.

TEACHER: In some of the words that I give, you will hear the schwa sound. In some, you will not hear it. Tell me the words in which you hear the schwa.

attack

elation

prescribe

salmon

romantic

obedience

spaghetti

pyramid

falsely

engage

opossum

royalty

46

II. COMPREHENSION

A1. Develops listening skills.

a. Has attention and concentration span suitable for his age.

b. Is able to remember details.

c. Can relate details to each other in reconstructing story read to him.

d. Can follow two oral directions. (See card III. A1.)

TO THE TEACHER: Observe the child's listening in varied situations over a span of several months.

There may be a variance between a child's ability to repeat what he has heard and to act on it. Though a child may have listened carefully and be able to repeat directions word for word, he may not retain the information to the completion of the task assigned.

47

II. COMPREHENSION

A2. Increases vocabulary through listening.

TO THE TEACHER: Note the child's incorporation of the listed school-type words into his listening vocabulary.

Observe the child's speaking vocabulary to determine if words from his listening vocabulary or concepts from it are filtering into his speech.

Listening		Speaking
_____	lavatory	_____
_____	wraps (coats)	_____
_____	chalkboard	_____
_____	custodian	_____
_____	recess	_____
_____	principal	_____

Watch for the appearance in the child's speech of other new words introduced in daily activities.

48

II. COMPREHENSION

A3. Is able to recall stories in sequential order.

TO THE TEACHER: Evaluate this skill using a story with strong emphasis on sequence, such as Goldilocks and the Three Bears or Little Red Riding Hood. Check to see that the child can retell at least four events in proper sequence.

49

II. COMPREHENSION

A4. Anticipates outcome of stories.

TO THE TEACHER: Read this story to the child and have him predict the outcome.

It was a rainy day. Puff, the kitten, had been outside. She was tired when she came in and wanted a soft, warm place to sleep. She was wet and her paws were muddy.

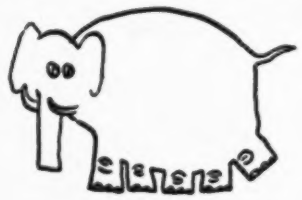
QUESTIONS:

1. Where did Puff go?
2. How did Mother feel about this?

II. COMPREHENSION*

A5. Interprets pictures critically.

TO THE TEACHER: Have the child examine each picture and tell what is wrong with it.



TEACHER KEY:

Answers: (left-to-right on card.)

Spectacles bow in wrong direction.
Ice cream is on wrong end of cone.
Pen is held upside down.
Front wheel of bicycle is square.
Elephant has five legs.

II. COMPREHENSION

A6. Can identify main characters in a story.

TO THE TEACHER: Ask the child to name the important people in a story you have read to the group. Then ask him what happened to the people.

II. COMPREHENSION

B1. Uses picture and context clues.

TO THE TEACHER: Picture clues: refer to Study Skills card III. B4. for pictures.

Context clues: read the following sentences and ask the child to select the appropriate word to complete each one.

1. Mary drew a funny picture of a dog. The children _____ when they saw it.

a. jumped b. laughed c. strut

2. Would you _____ to the store and get a loaf of BREAD?

a. catch b. smile c. go

3. Helen had a cake with candles because it was her _____.

a. Christmas b. Thanksgiving c. birthday.

4. Joey was afraid he was late so he looked at the _____ to see what time it was.

a. wall b. clock c. book

II. COMPREHENSION

B2. Is able to gain meaning from...

a. Words

b. Sentences

c. Whole selections;

B3. Uses punctuation as a guide to meaning.

TO THE TEACHER: Have the child read silently one of the two selections cited below:

The Ginn Basic Readers, The Little White House, pp. 19-22.

The Macmillan Reading Program, Worlds of Wonder, pp. 19-22.

Next, have the child read the same selection orally, and while he reads evaluate his ability to deal with question marks, periods and exclamation points.

Read the questions that go with the story to the child. (See following cards.) Permit him to refer back to the story to formulate his answers. Questions 6 and 7 for each selection require that the child draw inferences to answer correctly.

NOTE: Supply unknown words since this is comprehension analysis and is not concerned with checking word recognition.

II. COMPREHENSION*

B2a;
B2b;
B2c;
B3. (cont'd.)

The Ginn Basic Readers,
The Little White House, pp. 19-22.

"The Little Chairs."

QUESTIONS:

1. Find three color words.

2. What color did Tom paint his chair?

3. What color did Susan paint her chair?

4. What color did Betty paint her chair?

5. How did Father know which color each child had used to paint?

6. Why might each child paint his or her chair a different color?

7. What word tells you why these chairs were for the children and not their parents?

TEACHER KEY:

1. red, green, blue
2. red
3. green
4. blue
5. by the paint spots on their clothes
6. to tell them apart;
   so each could have his favorite color.
7. little

II. COMPREHENSION*

B2a;
B2b;
B2c;
B3. (cont'd.)

The Macmillan Reading Program,
Worlds of Wonder, pp. 19-22.

"What Is It?"

QUESTIONS:

1. Find four color words.

2. Where was the family going?

3. Find the sentence Daddy says that tells about riding and the surprise.

4. How did Mary explain the surprise was not a bike?

5. Where was the surprise?

6. Why do you suppose Daddy didn't tell?

7. How do we know that Daddy's surprise is not a new car or a wagon?

TEACHER KEY:

1. blue, red, yellow, green
2. to the farm
3. You can ride in it.
4. You ride <u>in</u> it.
5. at the farm
6. because it was a surprise
7. It has no wheels.

II. COMPREHENSION

C1. Is able to gain meaning from...

a. Words

b. Phrases

c. Paragraphs;

C2. Reads in meaningful phrases.

TO THE TEACHER: Have the child read silently one of the two selections cited below:

Scott, Foresman and Company, The New Basic Readers, <u>Friends, Old and New</u>, pp. 17-20.

The Macmillan Reading Program, <u>Enchanted Gates</u>, pp. 25-27.

Next, have the child read the same selection orally and while he reads evaluate his ability to phrase. Watch for logical groupings, i.e. a noun and its modifiers; a verb and its helping verbs; prepositional phrases; as well as observation of punctuation and smooth overall effect.

Read the questions that go with the story to the child. (See following cards.) Permit the child to refer back to the story to formulate his answers. Questions 6 and 7 for each selection require that the child draw inferences to answer correctly.

II. COMPREHENSION*

C1a;
C1b;
C1c;
C2. (cont'd.)

Scott, Foresman and Company, The New Basic Readers, <u>Friends, Old and New</u>, pp. 17-20.

"A Funny Way to Help."

QUESTIONS:

1. How did Dick think Pete was going to help his mother?

2. How was Pete going to help his mother?

3. How was Billy helping his mother?

4. What was Billy playing with?

5. What was Pete's mother doing?

6. Why was it easier for Pete's mother to work when the boys were not in the house?

7. Read the sentence that tells us that Dick had a different idea about helping.
   What do you think Dick thought he could do to help his mother?

TEACHER KEY:

1. by going to the store
2. by going for a (bike) ride
3. by playing
4. a ball
5. cleaning
6. They wouldn't get in the way;
   she wouldn't have to stop to talk to them or answer their questions;
   they wouldn't be putting their toys down where she wanted to clean.
   (Accept any defensible answer.)
7. a. "Don't they have to do more than ride and play with a ball to help you?"
   b. go to the store;
      run errands;
      do simple chores such as empty the wastebasket.
      (Accept any reasonable response.)

II. COMPREHENSION*

C1a;
C1b;
C1c;
C2. (cont'd.)

The Macmillan Reading Program,
Enchanted Gates, pp. 25-27.

"Wobbly Wheels."

QUESTIONS:

1. Why did Jenny want the rain to stop?

2. Why did Pete want the rain to stop?

3. How long had Jenny had her bike?

4. How did Mother know the rain would stop soon?

5. What kind of skates did Pete have? Read the paragraph that answers the question.

6. What kind of bike do you think Jenny had had before this?

7. Why didn't Jenny's mother want her to ride her bike in the rain?

TEACHER KEY:

1. so she could ride her new bike

2. so he could try his new skates

3. six days

4. She heard it on the television news.

5. paragraph 2, page 27

6. a tricycle;
   a three-wheeled bike;
   a trike.

7. She would be a beginner;

   the street would be slippery when wet;

   it is harder for drivers to see people on bikes when it's raining;

   the bike might rust;

   she might catch cold, etc.

II. COMPREHENSION

D1. Selects main idea of paragraphs.

D2. Reads for facts.

D3. Reads for sequence of events.

TO THE TEACHER: Have the child read the following selection silently. Then have him read it orally so that you can supply unknown words which might be necessary to understanding. Read the questions that go with the selection. Permit the child to refer back to the selection to formulate his answers.

Use each of the following selections in this manner. Selections 1, 2 and 3 emphasize the individual skill evaluation, and selection 4 emphasizes the incorporation of these in one exercise.

II. COMPREHENSION*

D1;
D2;
D3. (cont'd.)

Selection 1.
Laidlaw Science Series,
Science, 3, p. 19.

"Living Things Need Air."

You cannot see air. It is invisible. But you can see what air does. Air often causes a kite to fly. Air causes a sailboat to move. Air helps birds fly. Name other things you have seen air do.

QUESTIONS:

1. Read the sentence that has the main idea.

2. How do you know there is air if you can't see it?

3. Name three things air does.

(continued)

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TEACHER KEY:

1. "But you can see what air does." (preferable)
   "You cannot see air." (acceptable)
2. You can see what air does.
3. causes kites to fly;
   causes sailboats to move;
   helps birds to fly.

II. COMPREHENSION

D1;
D2;
D3. (cont'd.)

Selection 2.
Laidlaw Science Series,
Science, 3, pp. 24-25.

"Meteors and Meteorites."

Have you ever seen a bright flash or streak in the sky? It seldom lasts more than a second. Some nights the sky seems filled with these flashes. Many people describe the flashes as "shooting stars." Actually, these flashes are made by small bits of matter that enter the earth's atmosphere. These traveling particles are called meteors. Most of them are no larger than a grain of sand. The flash takes place about 100 miles above the earth's surface.

When a meteor hits the earth's atmosphere, it becomes very hot. The heat is caused by friction between the air and the meteor. The heat is usually enough to burn up the meteor. Friction with the atmosphere is important also to spacemen. Spacecraft have special heat shields to protect the spacemen.
(continued)

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II. COMPREHENSION*

D1;
D2;
D3. (cont'd.)

Selection 2.
Laidlaw Science Series,
Science, 3, pp. 24-25.

"Meteors and Meteorites."

QUESTIONS:

1. What are meteors?
2. How large are most meteors?
3. Where does the flash take place?
4. Why does a meteor become hot?
5. What group of men needs to know about friction with the atmosphere?
6. How are these men protected from the heat of friction?

(continued)

TEACHER KEY:

1. traveling particles that enter the earth's atmosphere
2. no larger than a grain of sand
3. 100 miles above the earth's surface
4. because of the friction between the air and the meteor
5. spacemen
6. by special heat shields

II. COMPREHENSION *

D1;
D2;
D3. (cont'd.)

Selection 3.
Follett Publishing Company,
Working Together, p. 67.

"Making Bread."

In a bakery, bread dough is mixed by big machines. These mix dough for many, many loaves all at one time. The dough stands still until it becomes light. Then it is stirred some more.

A machine cuts off just enough dough for a loaf of bread. It drops the pieces of dough into pans. After the dough rises again, it is ready to be baked.

QUESTIONS:

List in order five things that happen to bread in a bakery between the time it is mixed and the time it is baked.

(continued)

WORKING TOGETHER by McIntire and Hill. Copyright © 1959, 1962, 1965 by Follett Publishing Co.

TEACHER KEY:

1. stands
2. stirred
3. cut off
4. put into pans
5. rises again

II. COMPREHENSION

D1;
D2;
D3. (cont'd.)

Selection 4.
Ginn and Company,
Your Town and Mine, p. 73.

From "Wool for Our Clothes."

When the bags of wool reach the woolen mills, each fleece is pulled into pieces. The pieces are placed in piles. The best wool goes into one pile, the next best into another. The wool that is not so good goes into still another pile. No dark wool is mixed with the white wool.

The piles of wool must be washed in warm water. The wool comes out clean and white, but then it must be combed.

Today big carding machines comb out the wool quickly.

(continued)

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II. COMPREHENSION*

D1;
D2;
D3. (cont'd.)

Selection 4.
Ginn and Company,
Your Town and Mine, p. 73.

Adapted from "Wool for Our Clothes."

QUESTIONS:

1. Name in order three things that are done to wool when it is brought to the factory.
2. What is another name for a woolen factory?
3. Select a title for the selection.

   A. How Wool Is Washed.
   B. A Woolen Mill.
   C. Big Machines Today.

4. Tell what kind of wool goes into each pile.
5. What kind of water is used for washing the wool?
6. Why must the wool be combed?

65B

TEACHER KEY:

1. a. pulled into pieces
   b. sorted into piles
   c. washed
   d. combed

   (Accept any three of the above four if they are in the proper order.)

2. a mill

3. A Woolen Mill

4. a. good
   b. next best
   c. not so good

5. warm

6. It is the sheep's hair and could get tangled like people's hair:

   to make it straight (so it can be made into cloth);

   to make it easier to separate.

   NOTE: Since question 6 is inferential, accept any reasonable answer.

66

II. COMPREHENSION

E1. Adjusts reading rate to...

a. Type of material

1) Factual
2) Fiction

b. Level of difficulty

c. Purpose

1) Identification
2) Reading for general information
3) Skimming for specific information

d. Familiarity with the subject.

TO THE TEACHER: Rate of reading must always be considered as a function of type and difficulty of material to be read and purpose for reading. Nevertheless, pupils in the middle elementary grades are at a level of skill development that permits an instructional focus on general rate development. Pupils should be encouraged to read widely from materials that are comfortably within their independent reading level and to push for rate increase with such materials.

In directed reading for different purposes, pupils should be encouraged to adapt their rate to their purpose for reading. Very simply, they should come to realize that study-type reading, recreational reading and reading to get specific information can and should be done at varied rates.

Encourage pupils to set goals in terms of time to be spent in reading chapters of books for recreational reading, and for assigned class-work. Have them keep records in which their actual and aspired-to rates can be compared, and check in class to see that high rates are not obtained at the cost of comprehension. Completed assignments and reports on recreational reading can serve as a source for informal comprehension checks. Informal observation should be made throughout the year.

67

II. COMPREHENSION

E2. Gains additional skill in use of punctuation as guide to meaning (semicolon, colon, dash, and added uses of the comma).

TO THE TEACHER: Select a paragraph from a textbook or basal reader and have the pupil read it silently; then have him read it orally and observe his intonation patterns for evidence of attention to punctuation.

68

II. COMPREHENSION

E3. Is able to gain meaning from...

a. Words

b. Sentences

c. Paragraphs.

TO THE TEACHER: Have the child read the selection on the following card silently. Ask the related questions and investigate incorrect responses by encouraging him to justify or explain them. Allow the pupil to refer to the selection to locate answers.

II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

Selection IA
Harper & Row,
The Scientist and His Hypotheses, p. 88.
"The Emperor Penguin."

Emperor penguins, it seems, are always on hand to greet the explorers who come to Antarctica. As an expedition approaches land, these friendly creatures are waiting on the shore. Seeing a man, the penguins waddle over to take a better look.

Penguins cannot fly. They use their wings and flippers to protect themselves. An emperor penguin weighs almost ninety pounds and is about three feet tall. It stands and walks upright.

The emperor hen lays her eggs on the bare ice. She holds the egg on the top of her feet. A roll of fur on her stomach keeps the egg warm until it hatches. The penguin holds the baby chick in this way for some time. The fur protects it from the cold temperature.

Both parents help to care for the young. Mr. and Mrs. Penguin are good parents. They watch their young closely.

(continued)

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II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

Selection IA.
Harper & Row.
The Scientist and His Hypotheses, p. 88.
"The Emperor Penguin."

QUESTIONS:

1. What might make us say, "Penguins like company?"
2. What makes penguins different from most birds?
3. Describe the penguin's height and weight.
4. How do we know that a penguin walks differently from a person?
5. Why does the hen hold the baby chick on her feet after it hatches?
6. There are two phrases of two words each which tell us about the weather in Antarctica. Find one of them.

(E3a-c continues on following card.)

TEACHER KEY:

1. They are waiting on the shore when the explorers arrive;

   they waddle over for a better look at men who come to Antarctica.
2. They cannot fly.
3. The penguin is about three feet tall and weighs about 90 pounds.
4. "Penguins waddle." (stated)

   "A penguin holds an egg on its feet until the egg hatches." (inferential)
5. It needs to be protected from the cold temperature.
6. "cold temperature;"
   "bare ice."

II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

TO THE TEACHER: Introduce the word incubation. Have the pupil read the following selection silently.

Selection IB.
Field Enterprises Educational Corporation,
The World Book Encyclopedia, P, pp. 213-214.
"Penguin."

The female emperor penguin lays her eggs on open ground in midwinter. The male usually helps to hatch the egg. During incubation, the penguin keeps the egg in a pocket-like flap of skin on its abdomen, close to the tops of its feet. The parents pass the egg from one to another by juggling it on their feet so it does not touch the ice. Usually only one egg is laid, although some penguins lay two or three. Penguin eggs are white or greenish-white.

TO THE TEACHER: Ask the child to read both articles on penguins. On a separate sheet of paper have him list the points which are the same in both articles in one column; the points which seem to be different in another column; and the points which are in one article but not the other in a third column.

(E3a-c continues on following card.)

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II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

TO THE TEACHER: Have the child read the selections on the following cards silently. Ask the related questions and investigate incorrect responses by encouraging him to justify or explain them. Allow the pupil to refer to the selection to locate answers.

Selection 2.
Harper & Row,
The Scientist and His Method, pp. 124-125.
"From Place to Place."

Many animals move from place to place as the temperature changes with the various seasons. Their traveling is called migration.

This migratory habit is typical of animals living in the temperate zone. Some animals migrate from one zone to another. Birds and other animals travel many miles to seek winter quarters.

Some birds travel over the same routes and arrive at the same place at about the same time each year. Scientists believe the birds may use the sun and the stars to guide them along their routes.

The rose-breasted grosbeak is one of the migratory birds found in the United States. It winters in the tropics, then returns to the North to nest and raise a family during the summer. (continued)

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II. COMPREHENSION

E3a-c.
Selection 2. (cont'd.)

In their journey north the grosbeaks often fly through several severe spring storms. The storms may slow them down considerably. Yet they somehow make up for the delay. At about the same time each year they can be seen arriving at their spring nesting grounds.

The arctic tern is a champion among bird travelers. This bird nests as far north as a few hundred miles from the North Pole. In late August, the arctic tern leaves its home in the North and flies south. It goes all the way to the shores of Antarctica.

Young arctic terns make the long trip with their parents. In fact, the migration begins at about the time the downy chicks have first learned to fly. The journey covers a distance of eleven thousand miles. (continued)

II. COMPREHENSION*

E3a;
E3b;
E3c. (cont'd.)

Selection 2.
Harper & Row,
The Scientist and His Method, pp. 124-125.
"From Place to Place."

QUESTIONS:

1. What event in nature determines when birds travel from place to place?
2. In what climate zone do migratory birds and animals typically live?
3. Why do you suppose tropical birds don't usually migrate?
4. What word tells you that scientists have some ideas but are not positive about birds' migration guides?
5. Why do you think the word "champion" is used to describe the arctic tern?
6. What is so impressive about the young tern?
7. Some workers harvest crops in Texas in spring and in Wisconsin in late summer and early fall. Why are they called migrant workers?
(continued)

TEACHER KEY:

1. Temperature changes with the seasons.
2. temperate
3. no seasonal change in weather;
   adjusted to living, eating, nest building in hot climate.
4. believe;
   may.
5. It probably flies the farthest of any bird;
   it flies almost from pole to pole;
   it is the best flier.
6. Right after they have learned to fly, they fly 11,000 miles.
7. because they travel

II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

Selection 3.
Harper & Row,
The Scientist and Tomorrow, p. 200.
"Birds."

Birds are almost everywhere. But, wherever they live, birds are well adapted to their surroundings. Observe the birds near your home. What special features do they have? How do they differ from birds that live somewhere else?

A bird is an animal with feathers. It is also a vertebrate. It has a backbone. There are about nine thousand species of birds. Birds of one sort or another can be found throughout the world. They get around. Many of them migrate from one part of the country to another.

A bird has three kinds of feathers. These three kinds are (1) down feathers, (2) contour feathers, and (3) quill feathers.

The soft down feathers keep a bird warm. The down retains heat. The contour feathers protect the bird. They cover the bird's body. The quill feathers are found in the wings and tail. They help the bird to fly.

Different birds have different types of feet. Song birds have feet suitable for perching
(continued)

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II. COMPREHENSION

E3a-c.
Selection 3. (cont'd.)

They have three front toes and one rear toe. A woodpecker has two front toes and two rear toes. Its feet are suitable for climbing. Ducks, geese, and pelicans have webbed feet. They paddle through water with their feet.

Beaks differ among birds, too. Hawks and owls have hooked beaks. They use them to catch small animals. The woodpecker has a chisel-like beak. It drills into trees with its beak. The beak of a hummingbird is a slender tube. The hummingbird sucks nectar from flowers through its tubular beak.

Birds do not have teeth. They have a special organ that grinds their food for them. This organ is the gizzard. Farmers feed chickens sand and grit. The sand and grit remain in the gizzard to grind the food.

All birds hatch from eggs. The female lays the eggs. If the conditions are right, the eggs will hatch. Temperature is one thing that makes a difference in the hatching of eggs. Many birds sit on their eggs to keep them warm.
(continued)

II. COMPREHENSION

E3a;
E3b;
E3c. (cont'd.)

Selection 3.
Harper & Row,
The Scientist and Tomorrow, p. 200.
"Birds."

QUESTIONS:

1. How many species of birds are there?
2. What three kinds of feathers do birds have?
3. Why do birds need three kinds of feathers?
4. How do birds' feet limit where they can live?
5. What do birds that have hooked beaks eat?
6. What is the function of a bird's gizzard?
7. Why does a bird's sitting on eggs keep them warm?

TEACHER KEY:

1. 9,000
2. down, quill, contour
3. warmth, protection, flight
4. some are adapted for perching;
   some for climbing;
   some for swimming.
   (Accept any reasonable answer.)
5. small animals
6. It grinds food.
7. It retains body heat;
   keeps air from circulating.

III. STUDY SKILLS

A1. Follows simple directions.

TEACHER:

1. Jump up and down three times.

2. Walk to the door and back.

3. Smile and clap your hands.

4. Get a piece of paper and a crayon and draw a picture of a dog.

5. Find a book on the shelf and show me a picture.

III. STUDY SKILLS

A2a. Shows independence in work.

A2b. Accepts responsibility for completion and quality of work.

TO THE TEACHER: You can observe informally to see whether pupils at this level have acquired the positive approach to work/study situations that will serve as a base for future development of efficient study skills.

Some specific observations can be suggested, but there will be a need for general observation as well. Be alert to the specific problems of the child who does neat work but only at the expense of extended, painstaking effort.

The pupil shows independence in work by...

1. asking questions that are necessary for clarification;
2. not asking questions when the task is already clear;
3. keeping the necessary tools (pencil, paper, crayons, scissors, etc.) at hand.

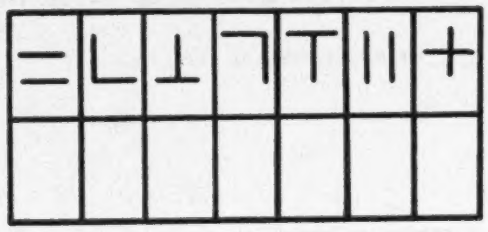
The pupil shows acceptance of responsibility for completion and quality of work by...

1. making a reasonable effort to do neat work;
2. pacing himself to complete a task acceptably in the alloted time.

III. STUDY SKILLS

A3. Shows development of motor coordination (eye and hand).

TO THE TEACHER: Have the pupil copy the following symbols in the space provided directly below.



III. STUDY SKILLS

B1a. Follows directions when working in a group.

B1b. Follows directions when working independently.

TO THE TEACHER: Observe the pupil over a two-week period to determine whether he is able to follow directions when working in a group and when working alone. You may note a difference in ability to follow directions in the two situations.

Some children will perform satisfactorily when given individual attention but not otherwise; others will take cues from the group but be unable to proceed independently.

A pupil may or may not be able to follow a sequence of directions; he may or may not be able to generalize from directions for one task to a similar one.

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III. STUDY SKILLS

B2. Has adequate work habits.

TO THE TEACHER: The observations here will be similar to those suggested on card III. A2. Development will show changes in degree rather than kind.

83

III. STUDY SKILLS

B3. Uses table of contents.

TO THE TEACHER: Ask the pupil to answer the questions that are based on the following table of contents.

Table of Contents

Big Pines Forest..... 1

The Thing..... 9

The Thing Comes Back.....30

The Bear Trap.....40

The Bear Trap Works.....50

QUESTIONS: (Teacher reads.)

1. On what page would you begin to read about the bear trap?

2. Where do you think the story took place?

3. What animal was the story about?

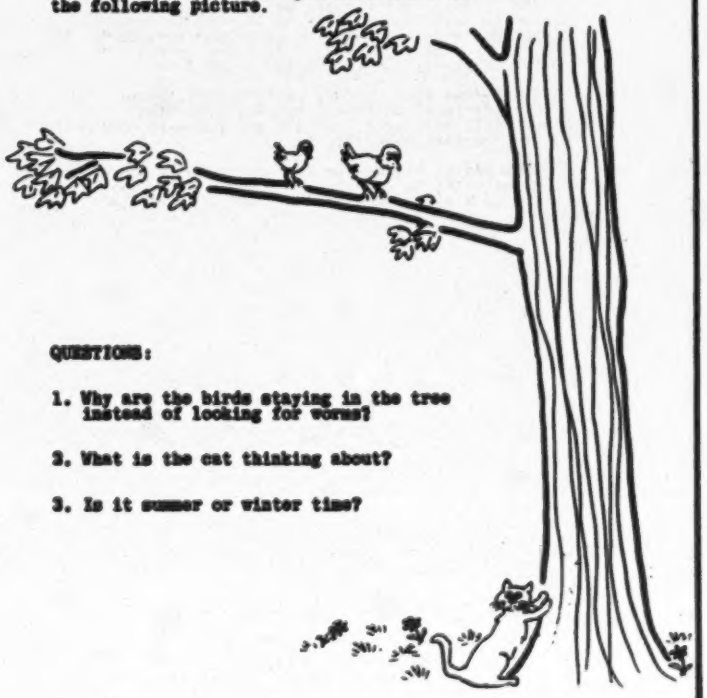
4. Does the book have more than 40 pages? How do you know?

84

III. STUDY SKILLS

B4. Uses picture clues to find answers to questions.

TO THE TEACHER: Ask the questions based on the following picture.



QUESTIONS:

1. Why are the birds staying in the tree instead of looking for worms?

2. What is the cat thinking about?

3. Is it summer or winter time?

85

III. STUDY SKILLS

B5. Recognizes organization of ideas in sequential order.

TO THE TEACHER: Ask the pupil to tell you which of these things happened first, second, third, and last. Read the statements to the pupil only if necessary.

_____ Tom looked before he crossed the street.

_____ Tom heard his mother calling, "Get up, Tom."

_____Tom got to school on time.

_____Tom had toast and cereal for breakfast.

SUPPLEMENTARY EXERCISE.

TO THE TEACHER: Ask the pupil to tell you the order in which things took place in the story, Goldilocks and the Three Bears, or any other familiar story with a clear sequence of events.

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III. STUDY SKILLS

B6. Summarizes material.

TO THE TEACHER: Have the pupil read the following paragraph. Then ask him to tell you what it was about.

He should reflect the facts that a) birds build nests, and b) they build them in different places in his summary.

Some birds build nests under the roof. Other birds like nests in trees. Some even make their nests in tall grass. Still other birds make nests inside wood fence posts.

SUPPLEMENTARY PARAGRAPH

Some animals help the farmer in his fields. Some make his corn safe from mice. Others keep watch over the barnyard. Many animals give meat to the farmer's family.

TO THE TEACHER: The summary should reflect the fact that animals are useful to farmers in many ways.

87

III. STUDY SKILLS

B7. Begins to make judgments and draws conclusions.

TO THE TEACHER: Read the following to the pupil and then ask him to tell how the story ended.

The response should reflect both Mary's feelings and her actions. Question, if necessary.

Mother gave Mary a penny. Mary put the penny in her pocket. But she did not see the hole in her pocket. She ran to the candy store. The man said the lollipops were one penny. Mary reached inside her pocket for the penny....

88

III. STUDY SKILLS

C1. Uses picture dictionaries to find new words.

TO THE TEACHER: This observation must be made spontaneously in order to assess whether the pupil feels a need to find the meaning of a word that is new to him.

Determine whether the pupil turns to the dictionary when the need is there, whether he is systematic and efficient in looking for the word.

89

III. STUDY SKILLS

C2. Groups words by initial letters.

TEACHER: Put the words which begin with the same sound in a list. Make as many lists as you need.

would

cup

road

cage

red

will

run

ride

cold

III. STUDY SKILLS

C3. Explores library as research center.

TO THE TEACHER: Note the child's behavior in the Instructional Materials Center or library, watching for increasing independence and readiness to use resource people on his own initiative.

III. STUDY SKILLS

C4a. Reads and follows directions by himself.

C4b. Uses table of contents without being reminded to do so.

C4c. Uses dictionary and glossary independently when appropriate.

TO THE TEACHER: Observe the pupil's behavior when he is doing independent seatwork or preparing committee work with a group.

III. STUDY SKILLS*

D1. Begins to use index of books.

Index

cats.....pp. 15 - 21
dogs.....pp. 25 - 30
hippopotamuses.....pp. 54 - 56
sharks.....pp. 35 - 40
snakes.....pp. 50 - 52

TO THE TEACHER: Have the pupil(s) answer the following questions, using the index above as his reference.

1. In which part of a book would you look for the index?
2. On which pages would you look to learn what to feed a collie?
3. On which pages would you learn more about a kind of fish?
4. If you were doing a report on a zoo, which pages would be helpful?
5. If you wanted to read about pets, which pages would you read?
6. How is an index arranged?

TEACHER KEY:

1. back
2. pp. 25-30
3. pp. 35-40
4. pp. 54-56;
   pp. 50-52.
5. pp. 15-21;
   pp. 25-30;
   pp. 50-52.
6. alphabetically;
   by beginning letters.
   (Accept any reasonable response.)

III. STUDY SKILLS

D3. Begins to read maps.

TO THE TEACHER: Hand the child the map card. When he has studied it, ask the following questions. He may refer to the map for answers.

TEACHER:

1. How many roads are there into the park?

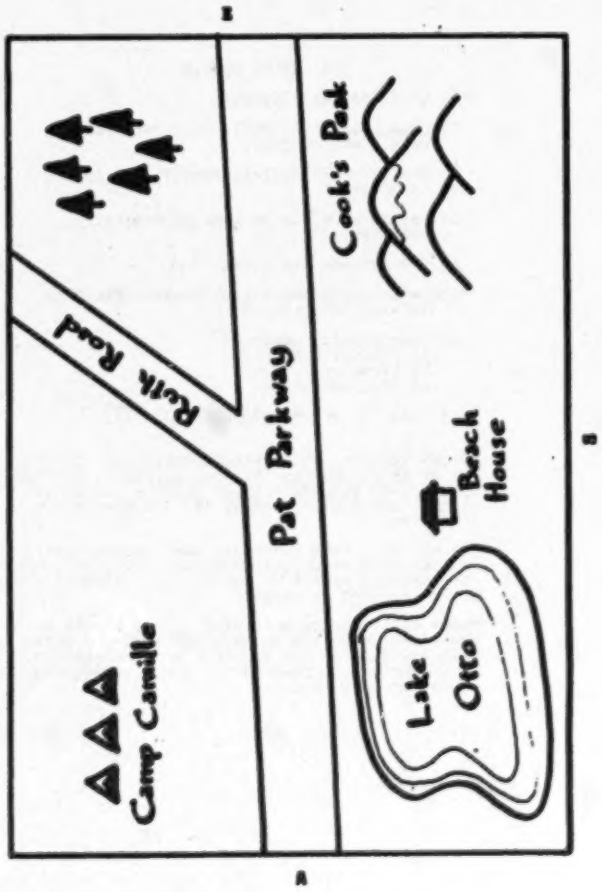
2. If you were at the camp and wanted to go swimming, which direction would you go?

3. Is it farther from the camp to the lake or to the mountains?

4. What is the highest point in the park?

TEACHER KEY:

1. two
2. south
3. mountains
4. Cook's Peak



III. D3 This is a map of Nicholas Park.

III. STUDY SKILLS

D3. Finds main idea in paragraph.

TO THE TEACHER: Have the child read the following paragraph.

TEACHER: Pick out the sentence which tells the main idea.

In art class we use many materials to make things. Some days we work with scissors and colored paper. Other days we use paints and brushes. Sometimes we make pictures with cloth or yarn. Once in a while we work with clay.

III. STUDY SKILLS

D4. Has basic outlining skills.

TO THE TEACHER: Have the child read the paragraphs below silently and fill in the outline.

The Solar System

The solar system is made up of the sun and all the bodies that travel around it. Some of these bodies are the planets, their moons and comets.

There are three types of planets. The hot planets are Mercury and Venus. The warm planets are the earth and Mars. The very cold planets far from the sun are Jupiter, Saturn, Uranus, Neptune and Pluto.

The Solar System

I.
  A.
  B.
  C.
II.
  A.
  B.
  C.

III. STUDY SKILLS

E1a. Increases and broadens dictionary skills.

TO THE TEACHER: Strict sequential leveling of the several skills listed is not possible. The list should be used as a guide for teaching and as a means to check overall dictionary skill development. Suggested procedures are given for making systematic individual observations of the child's competence with each skill.

1) Uses alphabetical sequence in looking up words.

2) Uses guide words as aid in finding words.

PROCEDURE: Ask the child to look up several words, and note whether he uses guide words.

3) Uses simple diacritical markings for pronunciation aids.

4) Uses primary diacritical markings for pronunciation aids.

5) Uses secondary diacritical markings for pronunciation aids.

6) Understands use of diacritical markings.

PROCEDURE: Opportunistically select words which the child cannot pronounce from daily work. At a convenient time have him look up the words, and observe his success in using diacritical markings.

(E1a. continues on next card)

III. STUDY SKILLS

E1a. Increases and broadens dictionary skills. (cont'd.)

7) Uses dictionary to find exact spelling of a word.

PROCEDURE: The important thing to observe is whether the child has a rationale for attempting to look up a word he cannot spell. That is, does he simply withdraw when his first attempt is not productive or does he test other hypotheses in a systematic manner.

8) Understands the special sections of a dictionary.

PROCEDURE: Use an informal group quiz or a question-discussion session to determine whether the student is able to use the dictionary to obtain the special information it contains.

9) Selects appropriate meaning of a word to fit context.

10) Recognizes need for additional meanings of known words.

PROCEDURE: Keep a record of words with special or multiple meanings that occur in daily reading lessons over a period of time. Construct a brief, informal test from these words.

III. STUDY SKILLS

E1b. Utilizes encyclopedia.

1) Uses guide letters to find information on a given subject.

2) Uses alphabetical arrangement to locate information.

3) Understands the purpose of topical headings.

4) Understands the index.

5) Uses encyclopedia with greater facility to find information.

6) Understands and uses:
  a) Topical headings
  b) Cross references
  c) Bibliographies

7) Uses the index volume efficiently.

TO THE TEACHER: Observations regarding efficient use of encyclopedias are most appropriately made by teachers responsible for science and social studies instruction and by the IMC director or librarian.

The skills listed above are most appropriately demonstrated in regular work sessions. Informal observations should be sufficient; informal tests can be devised as needed.

Where deficiencies are noted, there should be agreement among the science and social studies teachers and the IMC director or librarian as to who should be responsible for teaching each of the several skills.

III. STUDY SKILLS

E1c. Uses maps, charts and graphs.

1) Gains skill in reading and interpreting political maps.

2) Begins to read and interpret simple graphs.

3) Reads and interprets several kinds of maps.

4) Reads and uses captions, keys and legends of maps.

5) Selects appropriate maps to determine
   a) Direction
   b) Distance
   c) Land formation
   d) Climates
   e) Time zones
   f) Populations

6) Reads and interprets additional kinds of graphs.

7) Answers questions requiring the interpretation of maps, graphs, tables.

8) Gains skill in using many potential types of sources to solve a problem.

TO THE TEACHER: These skills are most appropriately taught within the context of social studies instruction, with some support from the mathematics area. There should be a formal unit of study where the skills are explicitly taught, and most observations regarding skill development can be made at that time. Specific observations to be made will be dictated, to a great extent, by the particular instructional materials used.

The list should serve both in planning the skills unit and in assessing skill mastery systematically.

III. STUDY SKILLS

E1d. Uses IMC or library effectively.

1) Understands fiction books are alphabetized by author.

2) Begins to use card catalog to find information.

3) Understands and uses author, title and subject cards.

4) Locates books on shelves.

5) Uses cross reference cards.

6) Uses other reference materials:

   a) Atlases
   b) World Almanac
   c) Pamphlet files
   d) Magazines and subject index to children's magazines.

7) Locates and uses audio-visual materials:

   a) Card catalog
   b) Equipment.

TO THE TEACHER: Observations regarding use of the IMC will be made by the IMC director or librarian.

An example of a checklist of skills is given on the card that follows (E1d. Supplement). The checklist given is designed for use in a specific IMC setting and it was devised by the IMC director. In other settings the IMC director or librarian should devise a checklist that will be useful to her.

When a child feels that a skill has been mastered, he should report to the IMC director who will make a spot check on the skill. Thus, the pupil's personal check sheet provides the IMC director with basic information to be used in her assessment of efficient use of the IMC.

III. E1d. Supplement

IMC SKILLS CHECKLIST

Name_____

___I can check out and return books properly.

___I can use a bookmark to indicate the place.

___I can use the book supports on the shelves.

___I turn pages by the upper right hand corner.

___I know the parts of a book:

___cover ___table of contents

___bibliography ___index

___body ___title page

___I know the Dewey Decimal System of Classification.

___I know the ten general classifications.

___I can locate non-fiction books numerically and place them in the proper order.

___I understand that books are arranged numerically from left-to-right on the shelves.

___I can locate fiction books numerically by the author.

___I can use the card catalog.

___I understand that all cards are arranged alphabetically.

___I know and use the three basic types of cards.

___I know and use "See" and "See also" cards.

III. E1d. Supplement (cont'd.)

___I know how to use encyclopedias.

___I use guide letters to find information on a given subject.

___I use alphabetical arrangement to find information.

___I understand and use the index.

___I understand and use topical headings.

___I understand and use cross references.

___I understand and use bibliographies.

___I understand the importance of a copyright date.

___I can use special reference aids.

___I know how to use atlases.

___I know how to use the World Almanac.

___I know how to use the Index to Children's Poetry.

___I know how to use Bartlett's Familiar Quotations.

___I know how to use Webster's Biographical Dictionary.

___I know how to use magazines.

___I know how to use the subject index to children's magazines.

___I know how to use the vertical file.

___I can use the card file to locate audio-visual materials.

___I am familiar with the kinds of audio-visual material available.

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III. Ele. Supplement (cont'd.)

___I am able to operate audio-visual equipment:

___tape recorder ___record player

___filmstrip projector ___filmstrip viewer

___opaque projector ___overhead projector

___film projector ___listening stations

___I have developed respect for materials and equipment in the IMC.

___I have developed respect for the rights and needs of others.

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III. STUDY SKILLS

Ele. Recognizes and uses with facility the various parts of texts and supplementary books and materials.

TO THE TEACHER: The focus here should be upon pupils' practical use of their skills at locating information. Application of these skills is most easily observed as pupils prepare researched reports. Therefore, at least once each semester a research-type report should be assigned and each child's approach to the task observed for demonstrations of ability to use texts and supplementary books and materials efficiently.

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III. STUDY SKILLS

E2a. Gains skill in notetaking.

1) Begins to take notes in own words.

2) Learns to take notes selectively.

3) Arranges ideas in sequence.

4) Selects main ideas.

5) Selects supporting details.

6) Keeps notes brief.

7) Shows ability to work from own notes.

8) Identifies source of materials by use of:

a) Bibliography
b) Footnotes.

TO THE TEACHER: As a result of continuous observation, the teacher should be satisfied that the child can take notes that are useful to him. Idiosyncratic approaches should be tolerated: that is, there should be no insistence upon a particular form or sequence of notetaking. Outlining, underlining in personal books and brief summaries are all acceptable. Stress should be placed upon restatement of important points in the pupil's own language.

The test of success in notetaking is whether or not the pupil is able to use his own notes for the purpose for which they were intended; evaluation, then, must be in terms of specific purpose. The checklist can serve as a guide to systematic observation; but, again, the stress should be on point seven: Shows ability to work from own notes.

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III. STUDY SKILLS

E2b. Understands and uses outlining in work.

1) Uses correct form of outline.

2) Can find main idea.

3) Makes sample outline.

4) Outlines topics in more detail.

5) Uses own outline for oral and written reports.

6) Uses outline to organize thinking in appropriate areas.

TO THE TEACHER: At the intermediate levels the child is broadening his ability to outline. He is responsible for independent selection of the main idea and important supporting details. His ability to outline should be judged over a period of time in such classes as science and social studies.

One of the complicating factors in a child's ability in this area is the loose structure of much textbook material. Another complicating factor is the variation from child to child in the need for supporting detail to make the outline a personally useful tool rather than a formal end in itself. In addition to form, therefore, utility should be an important guideline in helping you to make your judgment about the child's skill.

PROCEDURE: In addition to your informal observations described above, you should check periodically to see that the pupils know the structure of a formal outline. You may have the pupil outline material from a textbook; but be sure that the material is well-written so as to lend itself to outlining. Or, you may ask the pupil to make an outline upon which he would base a talk or report.

III. STUDY SKILLS

E2c. Summarizes material.

1) Writes summary of a story in three or four sentences.

SUGGESTED PROCEDURE: Have the pupils read a selection (several paragraphs) and write a summary in three to five sentences. Check to see that the summary covers the main points and that the sequence or main organization is preserved.

NOTE: The pupil should be able to summarize material in his own words. Obviously some words and phrases from the selection are efficient aids in summarizing. These have become the pupil's "own words" if they have meaning for him and are, therefore, acceptable.

2) States important points expressed in a discussion.

SUGGESTED PROCEDURE: Contrive a situation in which an issue important to the pupils is discussed. Have them write a summary of the important points expressed. In each summary, look for the main issue, major points of view and objectivity.

III. STUDY SKILLS

E3a. Realizes printed statements may be either fact or opinion.

TO THE TEACHER: Have the students read the following sentences silently and label them "fact" or "opinion."

_____Roses are red.

_____Violets are blue.

_____Sugar is sweet.

_____And so are you.

_____Green coloring in plants is called chlorophyll.

_____Brazil is a more exciting country than Paraguay.

_____Democrats make better presidents than Republicans.

_____Butter tastes better than oleo.

TO THE TEACHER: Observe the pupil's ability to differentiate between fact and opinion in class discussions, etc.

III. STUDY SKILLS

E3b. Checks statements with those in other sources to evaluate validity.

TO THE TEACHER: Observe student's ability and initiative in checking other sources when a point is questioned in science or social studies. If informal situations do not occur, the teacher and librarian may find examples of conflicting information in reference books and pose the problem to a group, noting their ideas for further research.

III. STUDY SKILLS

E3c. Evaluates relevancy of materials to topic.

TO THE TEACHER: The following is a type of exercise which you might use to estimate the child's ability to determine potentially relevant information.

TEACHER: Which of these books would probably contain information relevant to the topic of "photosynthesis?"

a. Ancient Civilizations

b. The World Book Encyclopedia, P

c. U. S. Camera

d. The First Book of Plants

e. Tom Sawyer

f. a science textbook

TO THE TEACHER: Beyond basic relevance, the subtler elements of relevance seem to be more closely tied to creative and interpretive reading skills. These might involve a child's ability to convince the reader or listener of a relationship which he may or may not have perceived.

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III. STUDY SKILLS

E3d. Compares various viewpoints on the same topic.

SUGGESTED PROCEDURE: Ask the pupil(s) to gather points of view on an issue in the current local or national news (from radio and television news reports, newspapers, etc.).

Discuss possible reasons for differences of opinion and have each child examine the basis for his own opinion on the issue. Note his ability to examine objectively points of view that differ from his own and his ability to modify his views in the light of new facts.

III. STUDY SKILLS

E3e. Evaluates information in terms of his own experience.

TO THE TEACHER: This is a nebulous but important skill. Observations must be made opportunistically as the pupils show their ability and willingness to evaluate new information in terms of both actual and vicarious experience.

For example, pupils might cite actual experiences with certain products to confirm or negate advertising claims: they might contrast their actual experiences in visiting an area with the impressions they had--from all sources--before making the visit.

You should be alert to use situations in which pupils can be encouraged to draw upon their personal experiences in making judgments, drawing conclusions and evaluating new information. One way to make the basic point is to have several pupils witness a staged incident, ask them to write up eye-witness accounts independently, and then let them compare the several accounts and note discrepancies.

III. STUDY SKILLS*

E3f. Identifies propaganda.

TEACHER: Specify the type of propaganda device being used in the following statements.

1. Nine out of ten people interviewed prefer Brand A to Brand B.

2. The candidate is a regular guy, an ordinary man who understands your problems.

3. Don Drysdale uses Gillette Blue Blades.

4. The Beatles recommend peace talks about Viet Nam.

5. The mayor is working to promote patriotism, honesty, justice, and good human relations by his platform.

6. A number of experts are convinced that safety problems are due to faulty automobile manufacture.

TEACHER KEY:

1. bandwagon
2. plain folks
3. testimonial
4. transfer
5. glittering generalities
6. card stacking

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